

HHD 1002: Child Development

Section 1210, Tuesday/Thursday, 9:30-10:45
5601 WWPB

Instructor: Heather J. Bachman, Ph.D.

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Student Contact Hours: by appointment

Office: 5920 Posvar Hall & 623 Murdoch (LRDC)

REQUIRED READINGS

Berger, K. S. (2021). *The Developing Person through Childhood and Adolescence* (12th Edition). New York, NY: Worth Publishers.

Additional readings are available online (links provided in syllabus) and Canvas.

COURSE DESCRIPTION

This course will provide a critical overview of key aspects of child development (physical, psychosocial, and cognitive) from theories and research that span conception to the transition to kindergarten. Important contexts that shape children's development will also be a major focus of this course, such as family, child care, socioeconomic and policy influences. This course is designed for students with a range of academic and vocational pursuits and is aimed to provide you with an understanding of (1) major themes and domains of early child development, and (2) effective parenting and instructional practices that enhance children's well-being.

COURSE OBJECTIVES

This class is a prerequisite for future ADP coursework and internship/school placements. Thus, there are a number of objectives for this course to prepare students for later educational and professional training.

- Developing a deep, broad, and integrated knowledge of children's development during infancy, toddlerhood, and the preschool-aged years. Students should learn how to interact with young children of different ages with appropriate expectations, learn the timing of developmental norms, and recognize the interrelations among domains of development. In addition, students will gain knowledge on the similarities and differences of developmental patterns as a function of child or contextual factors (e.g., gender, race/ethnicity, socioeconomic status).
- Developing a wider repertoire of behaviors and attitudes that support child well-being and may inform parenting, teaching, and/or behavioral health practices.
- Developing a variety of educational and professional skills that include observation, interviewing, and professional writing about children's development. A related skill is the acquisition of a professional vocabulary to discuss aspects of children's development with other professionals (e.g., social workers, teachers, psychologists, speech therapists).
- Developing better interpersonal and communication skills with professionals and professionals-in-training (e.g., your classmates) that allow you to effectively work in groups and demonstrate respect and sensitivity to your colleagues and clients.

COURSE REQUIREMENTS

▪ **Complete all assigned readings** – Students are responsible for reading all of the assigned texts before class. Students' preparedness for class will enhance our discussions as well as your understanding of the material presented. Powerpoint slides are provided for each chapter to focus your reading on key sections of each chapter and to facilitate note-taking. Our class discussions will focus on select topics for discussion and group activities, but students are responsible for reading all assigned texts in their entirety.

▪ **Class Participation** – Throughout the semester, students will receive class participation points for participating in activities and group discussions. Unless otherwise noted, these activities will be completed in small groups, not individually, and must be completed during class time for full credit.

▪ **Reading Quizzes** – Ten short multiple choice reading quizzes will be posted on Canvas after we complete discussions for each chapter. The quizzes will be available for several days, and students can choose when to take the timed quiz before the deadline: **9pm Sundays**. The reading quizzes will review key themes, developmental milestones, and terms from the textbook and supplemental readings. The lowest 2 quiz scores will be excluded from the final grade calculation.

▪ **Child Observation Reports** – Students will complete 2 observations during the semester to observe critical developmental milestones during infancy/toddlerhood and the preschool years. In each developmental period, students will be asked to provide a descriptive profile of each child's physical, cognitive, and social development. Student groups will work together to write these reports. More details will be distributed throughout the semester.

▪ **Lead Discussion for 1 Supplemental Reading** – Supplemental readings are provided throughout the semester to provide concrete strategies for improving multiple domains of child well-being, and to address contemporary issues involving developmental diversity, and practices and policies for young children. The supplemental readings include research briefs, professional early education articles, podcasts with transcripts, and government reports. Students are expected to read all of these materials but are only required to post a summary and discussion questions for 1 of the assigned readings.

1. Post a brief summary of main points of the reading AND at least 3 discussion questions prior to class
2. Briefly present these reading summaries and questions during our class discussion of the reading. Students must attend class and contribute to the discussion of their assigned supplemental reading to receive full credit.

COURSE GRADING

<u>Assignment</u>	<u>Points</u>
1-2 year-old Observation Report	50 Pts
3-6 year-old Observation Report	50 Pts
1 Supplemental Reading Discussions	15 Pts
Reading Quizzes (10 pts each)	80 Pts
Class Participation	30 Pts

Total Points Possible 225 Pts

COURSE POLICIES

▪ **Accommodations for students with disabilities** – If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course. Audio or videorecording of lectures and class discussions is prohibited unless students have DRS accommodations that include recording class.

▪ **Academic Integrity** – Students are expected to comply with the policies outlined in the *Student Code of Conduct*. A copy of this booklet is found on-line at

<http://www.studentaffairs.pitt.edu/conduct/guidelines/>

Contributions to your writing from any author or anything else- including AI sources, must be properly quoted and cited every time they are used. Any text-generating software (such as ChatGPT) is not permitted and will be treated as plagiarism.

▪ **Classroom Climate** – To create a positive learning environment, I will promote a classroom climate that is based on *mutual respect*. An important aim of this course is to promote an inclusive learning community that encourages the dynamic, open exchange of ideas, and affirms the diversity and dignity of participants and perspectives within a safe and mutually respectful environment. In addition, please be respectful of your peers and instructors by only using technology, such as laptops or cell phones, for notetaking or accessing course materials on Canvas while we meet for class.

COURSE SCHEDULE

The following schedule is subject to change as the semester progresses

<u>Week</u>	<u>Class</u>	<u>Topics and Assignments</u>
1	8/29	Review Syllabus & Introduction to Applied Developmental Science ▪ Chapter 1 – Introduction
	8/31	Research Methods in Dev. Science Chapter 1 – Introduction continued
2	9/5	Research Methods in Dev. Science continued
	9/7	Frameworks for Studying Children’s Development Chapter 2 – Theories of Development
3	9/12	Frameworks for Studying Children’s Development continued ▪ Chapter 2 continued – Theories of Development
	9/14	Chapter 3 – Genetics and Development
4	9/19	Conception and Prenatal Development ▪ Chapter 4 – Prenatal Development and Birth
	9/21	Chapter 4 continued – Prenatal Development and Birth
5	9/26	The first two years: Infants and toddlers ▪ <i>Toddler observation report requirements distributed</i> ▪ Chapter 5 – Biosocial Development ▪ Zero-to-Three Podcast, “Night-Night...or Not: Talking About Babies, Toddlers, and Sleep” featuring Dr. Jodi Mindell https://www.zerotothree.org/resources/274-talking-about-babies-toddlers-and-sleep ▪ NICHD Brochure: Safe sleep for your baby: Reduce the risk of Sudden Infant Death Syndrome (SIDS)
	9/28	Chapter 5 continued – Biosocial Development ▪ Brain development ▪ Center on the Developing Child: <i>The impact of early adversity on children’s development</i> http://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development/
6	10/3	Chapter 5 continued – Biosocial Development ▪ Motor development and nutrition
	10/5	Chapter 6 – Cognitive Development ▪ Piagetian sensorimotor period ▪ APA: What do we really know about kids and screens? https://www.apa.org/monitor/2020/04/cover-kids-screens
7	10/10	Chapter 6 continued – Cognitive Development

		<ul style="list-style-type: none"> ▪ Language development
	10/12	Chapter 7 – Psychosocial development <ul style="list-style-type: none"> ▪ Attachment
8	10/17	Chapter 7 continued – Psychosocial development <ul style="list-style-type: none"> ▪ Temperament
	10/19	Chapter 7 continued – Psychosocial development <ul style="list-style-type: none"> ▪ Discipline Strategies with Young Children ▪ “The Discipline Wars” by Denise Foley http://time.com/e-discipline-wars-2//th
9	10/24	Group work for toddler observation report
	10/26	Early Childhood: 2 – 6 year-olds ** Toddler observation report due <ul style="list-style-type: none"> ▪ Chapter 8 – Biosocial development
10	10/31	Chapter 8 continued – Biosocial development
	11/2	Chapter 9 – Cognitive development <ul style="list-style-type: none"> ▪ Preoperational thinking and brain development
11	11/7	Chapter 9 continued – Cognitive development <ul style="list-style-type: none"> ▪ Language development ▪ Gillanders & Castro (Jan., 2011). Storybook reading for young dual language learners. <i>Young Children</i>, 91-95. https://www.researchgate.net/publication/285717073_Storybook_reading_for_young_dual_language_learners
	11/9	Chapter 9 continued – Cognitive development <ul style="list-style-type: none"> ▪ Reading development
12	11/14	Chapter 9 continued – Cognitive development
	11/16	Chapter 10 – Psychosocial development <ul style="list-style-type: none"> ▪ Social competence and self-regulation
13	11/21	Thanksgiving week – NO CLASS
	11/23	Thanksgiving week – NO CLASS
14	11/28	Chapter 10 continued – Psychosocial development <ul style="list-style-type: none"> ▪ Motivation and persistence
	11/30	Chapter 10 continued – Psychosocial development <ul style="list-style-type: none"> ▪ Parenting styles ▪ How to talk honestly with children about racism https://www.pbs.org/parents/thrive/how-to-talk-honestly-with-children-about-racism?utm_campaign=currentevents_2020&utm_content=1591734901&utm_medium=

[um=social&utm_source=facebook&fbclid=IwAR01IMZilUNy4sO0ryIJCXQP1cysVnCeW2PPI1EaYCIInvCTX0ZN-kiOgp54](https://www.facebook.com/um=social&utm_source=facebook&fbclid=IwAR01IMZilUNy4sO0ryIJCXQP1cysVnCeW2PPI1EaYCIInvCTX0ZN-kiOgp54)

- 15 12/5 *****Class debate and extra-credit opportunity:***
*****Bounds, M. C. (April 25, 2004). Older, but Smarter? *New York Times*.
60 Minutes Episode- Redshirting: Holding Kids Back from Kindergarten
<https://www.youtube.com/watch?v=HtEsw49o4RY>***
- 12/7 Group work for preschool-aged observation report
- 16 12/12 *****Preschool-aged Observation Reports Due by 5pm***